

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**PRESCHOOL**  
**CASE STUDY DATA COLLECTION FORM**  
**NEW HAMPSHIRE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**CASE STUDY DATA COLLECTION FORM INSTRUCTIONS**

The data collection form is used to record evidence of effective programming including special education, supplementary aids and/or related services that have resulted in improved achievement. The case study process is a complete review of relevant student information, including IEP development, consideration of the Least Restrictive Environment (LRE), portfolio of work, discipline information and other relevant data. The case study team, made up of staff who work with this student, is asked to review each focus area (Access to the General Curriculum and Appropriate Preschool Activities, Transition and Behavior Strategies and Discipline by stating the evidence provided by the school. Case study teams will include both general and special educators, as well as related service providers. Teams may also include parents, students, LEAs, paraeducators, DCYF, outside agency representatives, and/or other relevant persons.

The person(s) providing the information shows pertinent evidence to the case study team members in response to each question. The case study team members note the evidence cited in the space provided on this data collection form. For example: evidence of the student's access to the general curriculum could be a copy of the New Hampshire Early Learning Guideline, student's schedule, formative and summative assessments, direct classroom observation, progress reports, report cards, an IEP reference, the student's permanent record, discipline data or record of participation in afterschool and other appropriate preschool activities.

**You are asked to provide each visiting team member with a copy of the completed Case Study Data Collection Form at the beginning of the case study presentation.**

Student's First Name & Last Initial:	NHSEIS #:	Grade:	Age:	Date of Birth:
School:	Sending SAU:			
Educational Disability(ies):	Type of Program:			Date:
Supplementary Aids and Services:	Related Services:			

Person Providing Information:	Position:
Person Providing Information:	Position:
Person Providing Information:	Position:
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## Student Profile

### ***Student Profile Instructions:***

*Please provide an overview of the student's educational background. Include information that will provide the case study audience with a snapshot of the student's educational disability(ies) as well as information on progress regarding academic achievement and previous placements.*

### ***IEP Progress Instructions:***

*In addition to the student profile, select one IEP goal and graphically display measurement of progress over a 2-year period.*

As we look at the focus areas of: 1) Access to the General Curriculum and Appropriate Preschool Activities, 2) Transition and 3) Behavior Strategies and Discipline, the following questions may help to gather data for considering the quality of services and programs.

## Section 1

ACCESS TO THE GENERAL CURRICULUM AND APPROPRIATE PRESCHOOL ACTIVITIES	EVIDENCE/DATA
1. When developing the IEP, describe the process used to consider the student's strengths; the parents' concerns for enhancing their child's education; the results of the most recent evaluation; and the academic, developmental and functional needs of the child <sup>1</sup> .	
2. Describe the system of routine communication among <i>all</i> staff members (instructional and residential) who provide direct services for the student in the process of planning for that child, and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities <sup>2</sup> .	
3. Describe the process the team used in having this student's IEP fully developed and signed by the student's third birthday <sup>3</sup> .	

<sup>1</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

<p>4. What individual, classroom based, school wide, district and/or state measures have been used to:</p> <ul style="list-style-type: none"> <li>• Determine this student's present level of academic achievement and functional performance<sup>4</sup>?</li> <li>• Assess this student's progress toward IEP goals<sup>5</sup>?</li> </ul>	
<p>5. How many goals does the IEP have?</p> <p>How many of those goals are written in measurable terms<sup>6</sup> which must include:</p> <ul style="list-style-type: none"> <li>• Duration of the goal</li> <li>• Target</li> <li>• Method of measurement</li> <li>• Conditions that must be present</li> </ul> <p>Please provide evidence.</p>	
<p>6. The student's IEP includes at least one functional goal (as applicable)<sup>7</sup>.</p>	
<p>7. IEP Goals:</p> <ul style="list-style-type: none"> <li>• Provide evidence of the student's progress toward meeting measurable goals over the past two years<sup>8</sup>.</li> <li>• If the student did not progress, describe the changes that have been made<sup>9</sup>.</li> </ul>	

<sup>4</sup> Ed 1107.01 Evaluation; 34 CFR 300.305 Additional requirements for evaluations and reevaluations

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>7</sup> Ed 1102.01(u) Definitions Functional Goal *Functional goal* means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

<sup>8</sup> Ed 1109.01 Elements of an IEP

<sup>9</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

8. Provide evidence and documentation that special education, related and/or supplementary aides and services described in the IEP have been delivered <sup>10</sup> .	
9. Provide evidence that there is a written curriculum in place for preschoolers containing educational components that promote school readiness and incorporate pre-literacy, language, and numeracy skills <sup>11</sup> .	
10. Describe the preschool program, including: ratio of children with/without disabilities, ability to participate with non-disabled peers, ratio of students to adults and method of related service delivery <sup>12</sup> .	
11. Describe how this student is actively participating and making progress in the preschool curriculum and how the involvement and progress are measured <sup>13</sup> . <ul style="list-style-type: none"> <li>• Please show examples of student work that connects to NH Early Learning Guidelines.</li> </ul>	

<sup>10</sup> Ed 1109.04 (b) Copies of the IEP and Evidence of Implementation

<sup>11</sup> Ed 1102 Definitions; 34 CFR 300.323 (b)(1) IEP for child age 3 through 5

<sup>12</sup> Ed 1100.02 Continuum of learning settings for preschool

<sup>13</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of an IEP

<p>12. What are the accommodations<sup>14</sup> and/or modifications<sup>15</sup>, as described in the IEP, which allow the student to access, participate and show progress in the general curriculum and appropriate preschool activities<sup>16</sup>? How are they monitored for effectiveness?</p>	
<p>13. Describe the supports and accommodations provided to this student to allow participation in appropriate preschool activities, extracurricular and other non-academic activities<sup>17</sup>.</p>	
<p>14. Describe the various measures used to design and implement the student's programs and to document the student's progress. This includes, but is not limited to, the tool selected by the district for use as part of the Preschool Outcomes Measurement System (POMS)<sup>18</sup>.</p>	

<sup>14</sup> "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

<sup>15</sup> "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

<sup>16</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>18</sup> State Performance Plan (SPP) Indicator 7

<p>15. Provide evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)<sup>19</sup>.</p> <ul style="list-style-type: none"> <li>• During the course of the current IEP, what considerations have been made to improve/increase this student's participation and progress in the LRE (e.g., appropriate preschool activities, general/special education collaboration time, support staff, resources)?</li> </ul>	
<p>16. Is the student's IEP reasonably calculated to result in educational benefit?</p>	

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<sup>19</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child <sup>1</sup> .			
2. There is evidence of a system of communication among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities <sup>2</sup> .			
3. There is evidence that the Team had a fully developed and signed IEP by the student's third birthday <sup>3</sup> .			
4. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>4</sup> <sup>5</sup> .			
5. All IEP goals are written in measurable terms <sup>6</sup> .			
6. Student's IEP has at least one functional goal (as applicable) <sup>7</sup> .			
7. There is evidence that the student has made progress in IEP Goals over the past two years <sup>8</sup> <sup>9</sup> .			
8. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>10</sup> .			
9. There is evidence that a written curriculum is in place for preschoolers containing educational components that promote school readiness and incorporate pre-literacy, language, and numeracy skills <sup>11</sup> .			
10. There is evidence that the preschool program provides opportunities for children to participate with non-disabled peers <sup>12</sup> .			
11. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum and appropriate preschool activities (aligned with NH Early Learning Guidelines) <sup>13</sup> .			
12. There is evidence that the accommodations <sup>14</sup> and/or modifications <sup>15</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum and appropriate preschool activities <sup>16</sup> .			
13. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular other non-academic and appropriate preschool activities <sup>17</sup> .			
14. There is evidence that various measures used to design and implement the student's program and to document the			



student's progress, including the results of the Preschool Outcomes Measurement System (POMS) <sup>18</sup> .			
15. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <sup>19</sup> .			
16. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			

## Section 2

Transitional activities for younger students includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school as well as compliance with specific transition planning and services as described in state and federal rules and regulations.

TRANSITION <sup>20</sup>	EVIDENCE/DATA
<p>1. Describe the transition process of the student from the previous environment to the current placement. Were the IEP, evaluation summary and other related documents received in a timely manner<sup>21</sup>?</p> <ul style="list-style-type: none"> <li>Was an IEP transition meeting held at least 90 days before this student's 3<sup>rd</sup> birthday?</li> <li>If not, why not?</li> </ul>	
<p>2. Provide evidence and documentation that services described in the IEP have been delivered at the time of transition<sup>22</sup>.</p> <ul style="list-style-type: none"> <li>Did needed services begin by the child's 3<sup>rd</sup> birthday?</li> <li>Are Early Supports and Services (ESS) providing the school or district with initial information prior to 90 days?</li> <li>Is ESS evaluation information being shared with the school or district?</li> <li>Is ESS evaluation information available in an appropriate timeframe?</li> </ul>	

<sup>20</sup> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

<sup>21</sup> 34 CFR 300.323(g) Transmittal of records

<sup>22</sup> Ed 1105.04 Child Find for Children Currently Receiving Family Centered Early Supports and Services.

<p>3. What additional information, procedures, training and/or materials would have been helpful for you to have in advance to help you implement an effective transition for this student?</p>	
<p>4. Describe how the information on this student has been shared between each transition including Early Supports and Services (ESS), school to school, grade to grade and teacher to teacher including academic, social /emotional and behavior<sup>23</sup>.</p>	
<p>5. What is the evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment<sup>24</sup>?</p>	
<p>6. Describe the collaboration between the LEA and the non-public school in the development, review and revision of the IEP<sup>25</sup>.</p>	

<sup>23</sup> Ed 1114.05 Program Requirements

<sup>24</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>25</sup> Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

<p>7. Describe the collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student<sup>26</sup>.</p>	
<p>8. Describe how the student and parents have been involved in transition discussions and activities<sup>27</sup>.</p>	
<p>9. Provide evidence that outside agencies who are involved with this student's transition have participated in transition planning<sup>28</sup> (e.g. ESS, DCYF, Area Agency).</p>	

<sup>26</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>21</sup> .		
2. There is evidence that services described in the IEP have been delivered at the time of transition, the services begin by the child's 3 <sup>rd</sup> birthday; initial information is received prior to 90 days; and ESS evaluation information being shared with the school or district <sup>22</sup> .		
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior <sup>25</sup> .		
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the LRE <sup>24</sup> .		
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>27</sup> .		
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student <sup>28</sup> .		
7. There is evidence that the student and parents have been involved in transition discussions and activities <b>Error! Bookmark not defined..</b>		
8. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, Area Agency) <sup>28</sup> .		

## Section 3

BEHAVIOR STRATEGIES AND DISCIPLINE	EVIDENCE/DATA
<p>1. Provide evidence in the case of a child whose behavior impedes the student's learning or that of others, that the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented<sup>29</sup>.</p>	
<p>2. What data did the team use to determine how this student's behaviors have affected his/her ability to learn and his/her overall success in school?</p>	
<p>3. If the student's program has been interrupted due to behavioral concerns, please describe the circumstances.</p> <ul style="list-style-type: none"> <li>• Has this behavior resulted in any disciplinary action? Briefly summarize.</li> <li>• If appropriate, has the IEP team conducted a functional behavior assessment of the student's behavior<sup>30</sup>?</li> <li>• Has the IEP team developed a behavior intervention plan to address the behaviors?</li> </ul>	

<sup>29</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>30</sup> Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<p>4.</p> <ul style="list-style-type: none"> <li>• What behavioral interventions, strategies and supports have been developed to address the student's behaviors<sup>31</sup>?</li> <li>• If this student has a behavior plan in place, does it describe these interventions, strategies and supports?</li> </ul>	
<p>5. Who has been involved in determining these behavioral interventions, strategies and supports?</p>	
<p>6. How have the interventions, strategies and supports been communicated to the student, parents and key school personnel<sup>32</sup>?</p>	

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<sup>31</sup> Ed 1114.07 Behavioral Interventions

<sup>32</sup> Ed 1114.05 Program Requirements

<p>7. Who has been involved in implementing and monitoring these behavioral interventions, strategies and supports<sup>33</sup>?</p> <ul style="list-style-type: none"> <li>• What professional development and training has been provided?</li> <li>• If this student is placed in a community-based program, what support/professional development is there for staff?</li> </ul>	
<p>8. Have aversive behavioral interventions ever been applied with this student? If so, is it authorized in writing by a physician and the IEP team and included in the student's IEP<sup>34</sup>?</p>	
<p>9. Show the data that the team uses to demonstrate the results of the behavioral interventions, strategies and supports.</p>	

<sup>33</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<sup>34</sup> Ed 1114.09 Use of Aversive Behavioral Interventions



<p>10. Does a school-wide behavioral intervention model exist?</p> <ul style="list-style-type: none"><li>▪ If so, how does it support and align with the behavioral interventions for this student?</li><li>▪ What data are used to monitor the effectiveness of behavioral interventions?</li></ul>	
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**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS</b>	<b>YES</b>	<b>NO</b>
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented <sup>29</sup> .		
2. There is evidence that data are used to determine impact of student behavior on his/her learning.		
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior <sup>30</sup> .		
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports <sup>31</sup> ?		
5. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>32</sup> .		
6. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies <sup>33</sup> .		
7. If aversive behavioral interventions were used there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP <sup>34</sup> .		
8. A school-wide behavior intervention model exists.		

**Thank you for your time.**